Lesson plans

English

Level 5

Term 3

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English

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Term 3

Level 5 Term 3 Week 1	**Lesson Plan**

Communication	Reading	Writing	Assessment
• The long –i- sound (story writing)	• Text "Albert blows a fuse" Moving on • Text "No more bugs"	• Starting points Fact or opinion • Adjective ending in 'ous' and 'ious' the surprising sound of "ch"	None

Day :

Skill : Reading & Writing

Level : 5, 6, 7, 8

Material: Any reading text page, notebooks, gum stick, pencils.

Breaking Down Reading Process: Paragraph/Notebook

1. Photocopy a one page reading. Ask the students to cut out each paragraph and tape it (paragraph by paragraph) inside the notebook. Between each paragraph ask the students to skip 10 lines.

2. In pencil ask the students to underline all of the vocabulary words they do not understand. Tell them to write each word under the paragraph. Ask each student to put their words on the board.
Under the paragraph ask the students to come up with a working definition based on context clues from the reading.

2. Ask students to write the main idea for the paragraph. An alternative option would be to ask them to write a concluding sentence that summarizes the paragraph.

3. Ask students to list any facts or supporting details they find in the paragraph. Compare students answers on the board. Allow students to add or detract from their lists in their notebooks.

4. Ask students to circle all of the verbs in the paragraph. OR ask the students to write an opinion statement about the paragraph.

Level 5	
Term 3	**Lesson Plan**
Week 1	
Day 1	

Objective: To be able to read and understand the text .

Skill: Reading comprehension

Topic: Albert Blow a fuse

Material: Essential English page 48

Procedure:
Warm up Q/A: Talk with Students about the following questions

- What you do at home in your free time?
- How many of you watch TV? Why?
- Which programs you love to watch?
- Prepare you class for reading a story.

Essential English: page 48
Distribute the books and ask Students to observe the picture.

Pair reading: Teacher will make Students to pair reading

Discussion and explanation: Teacher will discuss about Albert and his TV. Teacher will also ask Students to tell the moral of the story and teacher will explain the text.

Moving on: page 49, task 2
Teacher will ask questions from moving on.

Feed back:
Follow up: Write the moral of the story in homework copy.

Day :
Skill : Speaking
Level : 4, 5, 6, 7, 8
Material: List of topics .

Procedure :

Grade Level - Grades: 3-5
To get students to talk during the first few days is far from easy. At a later stage, the really difficult thing is to keep them quiet! :) Anyway, let's begin at the beginning...

By answering a few simple questions and carrying out some easy tasks, students will get to know one another in a comfortable and co-operative environment. There is something for everyone and -hopefully- all of the students will have something to say.

Just ask your students to say a number between 1 and 10 and read the corresponding question. Do not ask for perfection right now. Building up everybody's self-confidence is much more important -and will prove more useful in the long run- so make sure that everybody joins in the talking.

A) The Home

1) Design the ideal home. Tell your classmates about it.
2) Describe your bedroom. Your classmates should be able to produce a detailed plan of the place, according to your description.
3) You have won 25,000 dollars in the lottery. How would you redecorate your living room?
4) In groups, design the house of the future. Show the results on a poster.
5) Draw a plan of your neighborhood, show where your house is and explain how you go to the following places: a) the baker's, b) the supermarket and c) your favorite disco or pub.
6) Compose an advertisement to sell your house.
7) Give 3 reasons why you like/dislike your house.
8) Write a story about a house. Use between 120 and 150 words.
9) Would you rather rent a house or buy one? Discuss.
10) Write a list of the housework to be done in a house. Say who does each thing at your place.

Day :

Skill : Writing , Speaking

Level: 5, 6, 7, 8

Material

Procedure : Te write topics on slip of paper & put them in basket — Each pair pick one.
— In pairs students will discuss and write
— After writing each pair will come to read their work infront of class.

→11) In pairs, list the qualities of the perfect teacher.
→12) Say what your favorite school subjects are. Give reasons.
→13) Are you a "good" student? Explain why/why not.
14) Design a suitable timetable for your class. Show it to your classmates.
*15) Homework is necessary. Discuss.
*16) Plan the activities for a special "Cultural Events Week" at your school.
17) Suggest an itinerary for an end-of-term trip.
*18) Devise a short English exam. Try it and see what happens!
19) Tell your classmates a funny story/situation that has taken place in your school.
20) Imagine what a small child would write about his/her first day at school.

›py.

C) Jobs

21) Write a short paragraph about your present/past/future job. Read it out and aloud.
22) Tell your students 5 things you would do if you were not forced to work..
23) Write a list of 10 machines/devices that make people'swork easier these days.
24) Tell your classmates about one job you would NOT like to do. Explain your choice.
25) Would you work if you were a millionaire?
26) Think of 3 people you admire because of their jobs.
27) Would you like to be a policeman/policewoman? Why? Why not?
28) Many people have not got a job. Suggest some solutions to the problem.

Class : 5, 6

Class : 7, 8

Day: 4.

skill: listening

Level: 5, 6, 7, 8

Day:
Skill: Listening
Level: 5
Material: Worksheet, Cassette, C-player, Chart

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5. Procedure:

a. Ask your students to focus on key words

-Write the key words on a chart paper and display it on the board.
- Give practice to your students by pronouncing properly and choral drill.

kite, nine, bite, pie, tie, necktie, hi, climb, blind, fly, cry, sky

b. Story Time

- Prepare your class that they are going to hear a story about **a surprise party for a dog**. They should pay attention to the story listening.

1st Listening

- Play the recording of the story and students just listen. (From ____***Snack and Candy are going to a party*** to ___ ***And the best part was the meat pie***.)
- Take simple feedback asking two or three questions.

2nd Listening (Worksheet)

- Ask them to open the worksheet and work in pairs.
- Tell them that the story is also there on the worksheet but there are some gaps for the words. They should write the words there when they listen.
- Play the cassette. The same story is recorded next but there is a bell sound on the key words which students write on the worksheet.

d. Feedback

Ask them to read their story aloud. One student should read only one paragraph at a time, so that many students could participate

c. If time allows, ask them to turn over the worksheet and retell the story in their own words. (as many times as you can)

6. Follow Up:

"Write the key words in your Exercise copy"

7 . Free writing..... 5 Mins

Day 5.

Skill : Grammar - Vocabulary

Material :

Procedure :-

Level 5 Term 3 Week 1 Day 4	**Lesson Plan**

Objective: To be able to

- Change the nouns in to adjectives
- Understand that some times 'ch' has a sound of 'sh'

Skill: Writing

Material: Essential English, class work copy

Presentation: Teacher will write a word on the board i-e danger and will ask Students to guess is it a noun or an adjective. Then elicit some more examples of nouns and adjectives from Students.

Explanation: Teacher will now give the concept of changing nouns into adjectives. Explaining the rules that nouns ending in 'y' when changed into adjectives are like this e-g Fury -------- Furious.

Task 1 page 64 "ous" and "ious"

Distribute the books and ask Students to match the nouns with the adjectives in the book first.

Task 2 'ch' sound:

Ask Students to tell you some words that have 'ch' letters in them and write them on the board ask Students to do task 2 in the book only.

Written work: Do task 1 adjectives in class work copy

Follow up: Do task 2 sound of 'ch' in homework copy

Day : 6

Skill : Writing & Speaking

Material : ads from newspaper, blank paper

Level : 5, 6, 7, 8.

Level: 5 Term: 3 Week: 1 Day: 5	Lesson Plan	Reading

1. **Objectives:** The learners will be able to:
   - read the text with comprehension
   - develop vocabulary
2. **Skill:** reading comprehension
3. **Topic:** No More Bugs
4. **Material:** Text page (**No More Bugs**) , Worksheets

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5. Procedure:

a. Ask if they know the names of some insects which are found in homes.

b. **Announcement of topic**
-Talk about picture and ask few questions. Write the topic on the board.
-Ask them to look at the text and find the names of insects, given in the text (Fast Reading)

c. **Worksheet (Pair Work)**

Task 1. Categorizing vocabulary

Task 2. Words and their Meaning

Task 3. Comprehension Questions

Peer checking and feed follows each task.

6. Follow UP:

Choose few questions for homework

Day: 7

Skill : Listening & Speaking

Level : 5, 6, 7, 8.

Material : Marke.

Day 9:

Skill : Grammer:

Level :

Material :

Day : 8

Skill: Reading, Writing

Level: 3, 4, 5, 6, 7, 8

Material: Class 3, 4 & 5 fairy tales
Class 6, 7 & 8 fables or any other story

Objectives:

1. To encourage student self-analysis
2. To encourage students to comprehend reading
3. To encourage positive listening behaviors

Materials:

- collection of fables Romeo & Juliet or any other
- paper
- pens or pencils

Procedure:

1. Student volunteers to read one of the fables.
2. Student must tell the other students the title of the fable and must read the fable aloud.
3. Students write on a sheet of paper that has been divided into three columns the title of the fal the moral of the fable, and real life examples.
4. The students discuss the moral and write the one that they feel best fits. Then students can e share real life examples verbally or they can write them down on paper.
5. Next student repeats the the steps with a different story.

Assessment: The students have a sheet of paper that will have the title, the moral, and examples of it. This wi determine if they have listened to each other. The teacher can also assess the students on their participation of the lesson.

Day :

Level : 4, 5, 6, 7, 8
Skill : Vocabulary practice.
Material: vocabulary words on two pieces of paper.

Sentence Race

Level: Any Level

A good game for large classes and for reviewing vocabulary lessons.

1. Prepare a list of review vocabulary words.
2. Write each word on two small pieces of paper. That means writing the word twice, once on each paper.
3. Organize the pieces like bundles, 2 bundles, 2 sets of identical words.
4. Divide the class into 2 teams. get them to make creative team names.
5. Distribute each list of words to both teams. every student on each team should have a paper. Both teams have the same words.
6. When you call a word, 2 students should stand up, one from each team. The students must then run to the blackboard and race to write a sentence using their word.

The winner is the one with a correct and clearly written sentence.

This is always a hit with kids. For more advanced students, use tougher words.

Submitted by: Thomas D. J-B

... the story briefly.

Chain Spelling (*Shiri-tori*)

Level: Easy to Medium

The teacher gives a word and asks a student to spell it, and then a second student should say a word beginning with the last letter of the word given. The game continues until someone makes a mistake, that is, to pronounce the word incorrectly, misspell it or come up with a word that has been said already, then he/she is out. The last one remaining in the game is the winner.

This game can be made difficult by limiting the words to a certain category, e.g.. food, tools, or nouns, verbs, etc.

Submitted by: Huang Shufang

Day:

Skill: Speaking

Level: 3, 4, 5, 6, 7, 8

Material: Riddle book / Different riddles from newspaper.

- Prepare question and answer sheet according to the strength of your class

1. Divide the class into two groups: The QUESTION group and the ANSWER group.
2. Give the questions to the first group and the answers to the other group.
3. Each student in the first group is supposed to read the question he has aloud and whoever has the answer in the other group reads the answer aloud.
4. If the question and the answer match, put the students in pairs. If they don't, continue till the right answer is found. Each student can read his part only twice. When all questions and answers are matched ask the pairs to read the riddle they have just for fun.

Some Suggested Riddles

QUESTIONS	ANSWERS
What animal is gray and has a trunk?	A mouse going on vacation
What animal eats and drinks with its tail?	All do. No animal takes off its tail when eating or drinking.
Why do mother kangaroos hate rainy days?	Because then the children have to play inside.
How can you tell the difference between a can of chicken soup and a can of tomato soup?	Read the label.
Why is an eye doctor like a teacher?	They both test the pupils.

Level: 5 Term: 3 Week: 2 Day: 1	**Listening Text**

Why the Rabbit Has a Short Tail and Long Ears.

A long time ago the rabbit had a long tail with lots of hair and short ears. Every time Brother Rabbit saw Brother Fox he shook his tail in the fox's face. This made Brother Fox very angry. He didn't want Brother Rabbit to shake his tail in his face. He tried thinking of a way to make him stop. 1

One day Brother Fox went fishing. He was lucky and went home with lots of fish. On the way home he saw Brother Rabbit. "How did you catch all of those fish?" Brother Rabbit asked. Brother Fox thought to himself, "Now I can teach the rabbit to stop shaking his tail in my face." Then he said to Brother Rabbit, "When the night is very cold, go down to the river and put your tail in the water. Let it stay there all night. In the morning, you'll have lots of fish. But don't tell anyone what you're doing because it's my secret way to catch fish." "Good," Brother Rabbit said. "I'll go fishing tonight." 2

The rabbit went down to the river. He put his tail in the water. It was very cold. He wanted to go home but he also wanted to catch lots of fish, so he stayed there all night. In the morning, the rabbit tried pulling his tail out of the water. It didn't come out. It was frozen in the water. He pulled and pulled but his tail didn't come out. Brother Rabbit was afraid that a man would come so he started screaming for help. "Help! Help! Help!" he called. 3

Brother Crow heard Brother Rabbit. "Where is Brother Rabbit?" he thought. "He needs help." So Brother Crow followed the rabbit's voice until he saw Brother Rabbit, sitting on the frozen water. He flew to help him. Brother Rabbit explained his problem. "I have an idea," the crow said. He grabbed the rabbit's right ear and started pulling. He pulled and pulled and the ear grew longer and longer. "Ouch!" the rabbit said. "You're hurting my ear. Try pulling my left ear." So the crow grabbed his left ear. He pulled and pulled and the rabbit's left ear grew longer and longer. 4

"Stop!" the rabbit screamed. He looked at himself in the water. "Do you see what you did? My ears are so long that now my best friends won't know me. Try pulling my tail." So Brother Crow grabbed Brother Rabbit's tail and started pulling. He pulled and pulled until the rabbit's tail broke off. 5

Since that day, rabbits have long ears and short tails and don't eat fish!

Day: 11

Skill: Reading and Writing

Level: 4, 5, 6, 7, 8

Material: Photocopies of a reading text/any lesson of a course book, Slip of papers./

Pre- reading activity:

This activity is also called "Running Dictation" It would be nice if the story involved a problem solving question.

1- Teacher(T) summarizes the text into 12 sentences.
2- The story is stuck on the board.
3- The class is divided into pairs.
4- Each pair consists of a "runner" and a "secretary"
5- The runners run to the board and remember each sentence and dictate them to their secretaries.
6- The task of the secretaries is to write the sentences that the runners dictate.

Here is a student centred activity for any reading text but the text needs to have enough paragraphs so that every student can ask questions about those paragraphs.

Procedure:

Activity: 2

1. Each student gets a slip of paper with a question number written on it.
2. Whatever number is written on the student's slip, the student has to read that paragraph and prepare a question about that paragraph. If you do it this way, then the questions are in the same order as the information appears on the text. But if you wish the students to ask questions about different paragraphs , then students can draw numbers from a bag and work on that paragraph. This means that the number on the slip of paper does not correspond with the paragraph number.This also means that the questions are not in the same order the information in the text appears.
3. After each student has written his/her question on the slip of paper, the teacher checks whether the question is correct or not.
4. After the teacher has checked the question, the student puts his slip of paper on the floor.
5. When all the questions are on the floor, each student takes a piece of paper and answers each question one by one by standing up and getting the slip and answering it and putting it back to the floor so that other students can also answer it. the students have to write the answers in their notebooks.
6. The teacher could also set a time limit. All the questions are checked afterwards.

Day:
Skill :- Reading and Writing
Level : 4, 5, 6, 7, 8
Material: Any reading text / story from library.

Aim:
- To inforce students awarness of sentence structure.
- To give more challinging and less mechanical oral repetition.

Estimated time:
20 - 30 minutes.

1. After you have used any text for reading comprehension with your students, simply write the text up or just a paragraph if the text is long.

2. Get students in turn to underline on the white board the verbs in your text.

3. In the margin you WRITE: "VERB = *" or any other symbol you choose to refere to verbs in the text.

4. You read aloud the text chunk by chunk and students repeat after you. As you're reading erase underlined verbs and substitute them with the symbol you've chosen.

5. Get the whole class read from the beginning. This time they should substitute your symbols with the actual verb that was used in the text.

6. You can get individual students to read parts of the text untill students almost remebered all the verbs

7. You can repeat steps 2-6 with any other form such as adj., adv. prepositions and connectors.

8. As a final stage, you might end up with 75% of the text substituted with symbols. Now you can ask students to write down the original text relying on the symbols on the whiteboard. This is a new concept of dictation.

Day:

Skill : Listening / speaking (Debate)

Level:- 5, 6, 7, 8.

Material:- tape recorder, news cassette/radio newspaper,

Procedure:

First, I asked them to think about what had been on the news recently, what kind of stories might come up. Then we listened to the news together (you could record it, or listen live) and the students took notes. Then we discussed the stories, and each student wrote a report on one of the stories, using reported speech eg "The reporter said that 15 British hostages had been captured in Iran. He explained that they were accused of trespassing in Iranian waters." etc.

This builds their vocabulary too, as they should try and use words which are more interesting than just "said" such as "explained" or "continued".

I found it more interesting to use the radio live, rather than a recording, as it forces the students to concentrate. In many situations, students won't be able to listen to things over and over again, so it really helps them focus.

Hope this helps

Day:

Skill: Reading — Skimming
— Scanning

Level: 5, 6, 7, 8

Material: Any lesson from course book or any other text, slip of paper, n. books.

Dear All,

This activity can be done at any level. As long as you have a text with more then 8 paragraphs

Materials:
A text with many paragraphs (maybe 16). The teacher should have prepared 8 headings that will be matched with some of the paragraphs in the course book.
Before the activity: The teacher needs to elicit how students can do skimming in order to find the main ideas of the paragraphs.
Procedure:
Step 1:
Teacher finds a text with clear topic sentences so that they can find the main ideas of the paragraphs. The teacher already has prepared 8 headings that will be matched up with some of the paragraphs.

Step 2:
Teacher writes up the 8 headings randomly on slips of paper. E.g., a- the causes of childhood problems.

Step 3:
Students are asked to sit in circles of 8 students.

Step 4:
Each group of circle is given the 8 headings. Each student is given a slip of paper with a heading on it. Each student also has the reading passage in front of her/him. oing

Step 5:
When the teacher says: "Start", all circles start the activity by reading the headings and skimming the paragraphs to match the headings. They write the answers on their texts.
E.g., Paragraph 1-d

Step 6: The answers are checked first in their circle groups and then with the whole class.

Step 7: In group give SS some questions related to the text. SS will scan the text to write the answer in n. books.

Day:
Skill: Speaking (Practising Past tense)
Level: 6,7,8
Material: Name list of 20-25 famous persons.

What did they do? (A game to practice the past)
This is a fun way to get students to produce sentences in the past. It also gives them an opportunity to show off their knowledge of famous people.

Preparation:

Compile a list of famous people that your students are likely to be familiar with. I like to include a good mix of both men and women, from different cultures, time periods and areas of fame (the arts, world events, literature, sciences, cinema, sports…). If you're teaching abroad, it's also fun to include local figures from your students' own culture. The longer the list, the better. You'll need at least 20 different names for a good game.

Process:

Divide the class into teams, as many as is convenient. After determining which team will go first, ask the first team to give you a number. Find the name that corresponds to that number on your list of famous people and announce that name to the team. It is their job to make a complete sentence to answer the question "What did he/she do?"

Rules:

For an answer to be acceptable it must express what the person did to make him/her famous. (Ex: if the person is Shakespeare, "He wrote Hamlet" is an acceptable answer, but "He lived in England" or "His name was William" is not, because only the first made him famous.) Answers must also be in the past, and be correct in both grammar and content. I like to make the verb "to be" off limits in this game. This encourages the students to use a wider variety of verbs. (For Mohammed Ali, for example, I'd rather have them say "He fought many matches" or "He won a championship" than simply "He was a boxer.")

Scoring:

If the team gives a correct answer in less than 30 seconds, they win 2 points. If they answer in less than a minute, they win 1 point. If they give an incorrect answer, they lose a point. If they pass, they neither win nor lose a point. In the case of an incorrect answer, the next team in line has an opportunity to "steal". If they can give a correct answer when the previous team could not, they win a point. If the second team fails to steal, the opportunity goes to the following team.

You can keep a simple tally of each team's points, but sometimes it gets clumsy adding and erasing points all the time. Here's what I do: Draw a big grid on the board that includes one horizontal row for each team, with each row divided into 10 columns. Write "Start" over the column farthest left, and "Finish" over the farthest right. As the teams win points, place an X in their row, starting at the "Start" line and gradually moving right towards the "Finish." The first team that lands in the "Finish" square first wins. This format really brings the progress of the game to life and helps students visualize where they are in comparison with the others.

Sample Name List :

Here's an example of a list I use with my middle school EFL learners in Central America. (Any names you don't recognize are probably local Honduran celebrities.)

1. Christopher Columbus
2. Che Guevara
3. Winona Ryder
4. Napoleon
5. J.K. Rowlings
6. Mike Tyson
7. Charles de Gaulle
8. Queen Elizabeth
9. Michael Jackson
10. Michaelangelo
11. Gabriel Garcia Marquez
12. Julia Roberts
13. Louis Pasteur
14. Tony Blair
15. Francisco Morazan
16. Harry Potter
17. The Virgin Mary
18. Peter Pan
19. Don Quijote
20. Albert Einstein
21. Lempira
22. Princess Diana
23. Adolph Hitler
24. Saddam Hussein
25. Ruben Dario
26. Anne Frank
27. Confucious
28. Charles Dickens
29. Michael Jordan
30. Mozart
31. Fidel Castro
32. Walt Disney
33. John Lennon
34. Bill Gates
35. Abraham Lincoln
36. Martin Luther King, Jr.
37. Buddha
38. Marie Antoinette
39. Frida Kahlo
40. Julius Ceasar
41. The Prophet Mohammed
42. Leonardo DaVinci
43. Gustave Eiffel
44. Avril Lavigne
45. Harry Chapin
46. J.R.R. Tolkien
47. Joseph Stalin
48. Joan of Arc
49. Jesus Christ
50. Cleopatra
51. Amelia Earhart
52. Rogoberta Menchu
53. Mao Tse Tung
54. Ghandi
55. Rafael Pineda Ponce
56. Eminem
57. Serena Williams
58. Cinderella
59. Jennifer Lopez
60. Jeanette Kawas

Day: 18

Skill: Reading and Writing

Level: 5, 6, 7, 8

Material:

Procedure: Pre-reading activity.

If you like ambiguity, then this is the right sort of activity for you. This activity will, hopefully, raise student's interest.

1- The teacher(T) has a text in her hand. any topic from a book.
2- The T. says: I have a text about a millionaire, what would you like to know about him?
3- Stutents(ss) prepare questions in small groups or pairs/or without any preparation, ss ask their questions to the teacher orally.
4- Ss ask their questions and the T answers them by looking at the text.
5- The T can also guide ss in order to have ss ask the right type of question by saying: ask out his work life.

Day : 16

Skill : (Speaking) — • Use of "than" Comparison words.

Level: 5, 6, 7, 8.

Material:

Procedure:

— • Revise degrees of adjectives.

— • Then do the given activity.

Get your kids out of the dull book sentences like "Ken is smarter than Kelly." --yaaaawn

All you need do is cut out pictures of those 5 ever popular guys from the SMAP group - which can easily be found in any ~~Japanese~~ variety magazine.
Paste two pictures on large sized white copy paper. Under the two pictures write comparison words like "more handsom," "older," or "cooler." Make three or four sets of these (I usually include one with a drawing of my face on it so the students can compare me to one of the SMAP guys--the kids get a real laugh out of this).
Once you've written the grammar form on the board to help students make sentences:"A is....than B," your ready to begin.

1. Students stand up and do "janken" with the person seated next to them.
2. The janken winner only has to say one sentence using the pictures on the board. The loser has to say two sentences.
3. While looking at the picutres and grammar form on the board students make sentences giving comparisons of the SMAP members.
4. Their partner responds to each sentence, for example, "Shingo is more handsome than Kimutaku" with "I think so" or "I don't think so" (also written on the board.)
5. Once finished they continue with the person seated in back of them.

You can stretch this activity by having students then walk freely around the classroom and make comparisons about the SMAP guys with 3 or 4 of their freinds repeating steps 1-4 above.

Day: 17

Skill : Writing (use of past tense,

Level : 4, 5, 6.

Material : Any story from library / pencils / blank

Here is an activity that can be used for both grammar practice(past tenses) and as a writing activity. For this activity any kind of a short text could be used. If there is an element of surprise or mystery, it will be better ofcourse. The teacher sticks the story o the board. The class is arranged in groups of 4. In each group students choose 2 secretaries(who will have to write) and 2 runners (who will have to run). The reason for having 2 of each is that the activity will finish quicker.

Here are the steps:

a- The class sits in groups of 4.

b- The secretaries (writers)sit with their pencils ready.

c- One of the runners has to run to the board and read sentences 1-7 and dictate to one of the secretaries.

d- The other runner has to run and dictate sentences 8-14 to the other writer.

e- After the groups have all the sentences, they read the whole story which was in the correct order and try to find the answer which is also written at the end of the paper.

Here is the whole story:

1- One day a man and his son went to a party

2- They had a lovely time

3- The man drank a lot

4- At midnight, they left the party

5- The man was drunk

6_ It was raining a lot that day

7- Suddenly the man saw a dog on the road

8- He didn't want to kill the dog, so he swerved sharply to avoid killing the dog

9- Unfortunately he crashed into a lorry

10- The man died immediately

11- His son was injured

12- The lorry driver called an ambulance

13- The ambulance took the boy to the hospital

14- The doctor saw the boy and shouted: "My son, my son"

WHO IS THE DOCTOR?????

P.S: There will be noise in the classroom. If you have a big class you could photocopy the story and stick it on other walls as well. Tell the class that they have to run quietly.

Have Fun!

Communication	**Reading**	**Writing**	**Assessment**
• Dialogue practice. • putting stress on important thing in speech	• Text • Dahl, Roald • Moving on • Text "Islam and science"	• Starting point • Getting off to a good start • Formal letter	None

Day :

Skill : Reading , Writing

Level : 3 , 4 , 5.

Material :

Any story according to the level take either from course book or from library

Procedure : - Before class read any story

- Summarize it into 7 sentences

- Write each sentence on cue card.

Hello,

Here is another pre-reading activity for you. For this activity a reading passage with a clear storyline is more suitable because the students (ss) have to put the story in order. E.g. I had used a text which was about a man who bought an island and started a to live there.

Here is the procedure:

1- The teacher (T) summarizes the reading passage into 7 sentences.

2- Each sentence is written on a cuecard.

3- At the back of each cuecard a number is written randomly.

4- Ss line up in front of the class according to the numbers of the cuecards.

5- The task of the class is to put those 7 ss in the correct order by listening to their sentences, so that a correct story is formed.

6- The class uses sentences like: I think that Ali is first because his sentence starts with "once upon a time", etc.

7- After all ss are put in the correct order, T can ask the following questions:

* Who are the main characters?
* Where does the story take place?
* What is the story about?

8- Finally, the class is divided into groups of 3 and they check their story with the story in the coursebook.

Level 5 Term 3 Week 3 Day 1	**Lesson Plan**

Objective: To be able to

- Read and understand the text
- Develop vocabulary

Skill: Reading comprehension

Topic: Dahl, Roald

Material: Essential English

Procedure: Ask if Students know the names of some popular writers for children's write those names on the board. Talk about the history. Ask about the well known writer of the past.

Essential English: page 68

Announce the topic and write it on the board, ask the following

- Write numbers against each line
- Underline the name of the writer.

Pair Reading: Students will do the pair reading and wil! underline all the difficult words

Discussion and explanation: After finishing the reading teacher will discuss and explain the meaning and the text with students.

Moving on: Page 69

Teacher ask questions from "moving on"

Follow up: Write the names of some Muslims writer.

Day :

Skill : Writing — Informal Letter

Material : Photocopies of activity A and B

Level : 5, 6, 7, 8

1. Tell SS about formal and informa letters.
2. Give in pairs activity A.
3. Give in pairs activity B.
4. Individual work:
   Ask SS to write a letter in their notebook. (of 200 words) → Class 5, 6
   (of 250 words) → Class 7, 8

Choose one of the three subjects and write a letter to a friend or family member

1. Write a letter to a friend you haven't seen or spoken to in a long time. Tell him / her about what you have been doing and ask them how they are and what they have been up to recently.
2. Write a letter to a cousin and invite them to your wedding. Give them some details about your future husband / wife.
3. Write a letter to a friend you know has been having some problems. Ask him / her how she / he is doing and if you can help.

Activity A :

Which phrase or type of language would you find in a formal letter? Which phrase or type of language would you find in an informal letter? Put the letter 'F' next to those phrases or language types that are used in formal letters and 'I' next to those used in informal letters.

- I am sorry to inform you that...
- phrasal verbs
- I am very grateful for...
- Why don't we...
- I will not be able to attend the...
- idioms and slang
- contracted verb forms like *we've, I'm, etc.*
- Give my regards to...
- I look forward to hearing from you...
- Let me know as soon as...
- short sentences
- Dear Tom,
- Dear Ms Smithers,
- Best wishes,
- Yours faithfully,
- I'm really sorry I...
- Unfortunately, we will have to postpone...
- We had a little bit of luck...
- Our computers are used for a variety...
- I use my pencil sharper for...
- polite phrases
- fewer passive verb forms

Activity B.

Look at the phrases 1-11 and match them with a purpose A-K

1. That reminds me,...
2. Why don't we...
3. I'd better get going...
4. Thanks for your letter...
5. Please let me know...
6. I'm really sorry...
7. Love,
8. Could you do something for me?
9. Write soon...
10. Did you know that..
11. I'm happy to hear that...

A. to finish the letter
B. to apologize
C. to thank the person for writing
D. to begin the letter
E. to change the subject
F. to ask a favor
G. before signing the letter
H. to suggest or invite
I. to ask for a reply
J. to ask for a response
K. to share some information

Day :
Skill: Reading
Level: 5

2. **Skill:** Reading comprehension
3. **Topic:** Islam and Sciences
4. **Material:** Text Page (**Islam and Science**) , Worksheet

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5. **Procedure :**

a. Ask if your students know the name of our famous scientists in modern time. Write those names on the board.

(Dr. Abuld Qdeer Khan, Professor Abdul Salam., Dr. Saleem uz Zaman Siddiqui)

Talk about the history. Ask about any well known scientist, Philosopher or scholar, of the past.

b. **Text Page.**

- Announce the topic and write it on the board.
- Ask the following .

1. **How many paragraphs are there in the text?.**
2. **Write numbers against each paragraph.**
3. **Underline the names of scientists in the text and report back to the class.**

c. Worksheet.

Task 1:	**True false**
Task 2:	**Vocabulary**
Task 3:	**Matching**
Task 4:	**Prefixes and Suffixes**

Follow up :

Write the names of Muslims scientist.

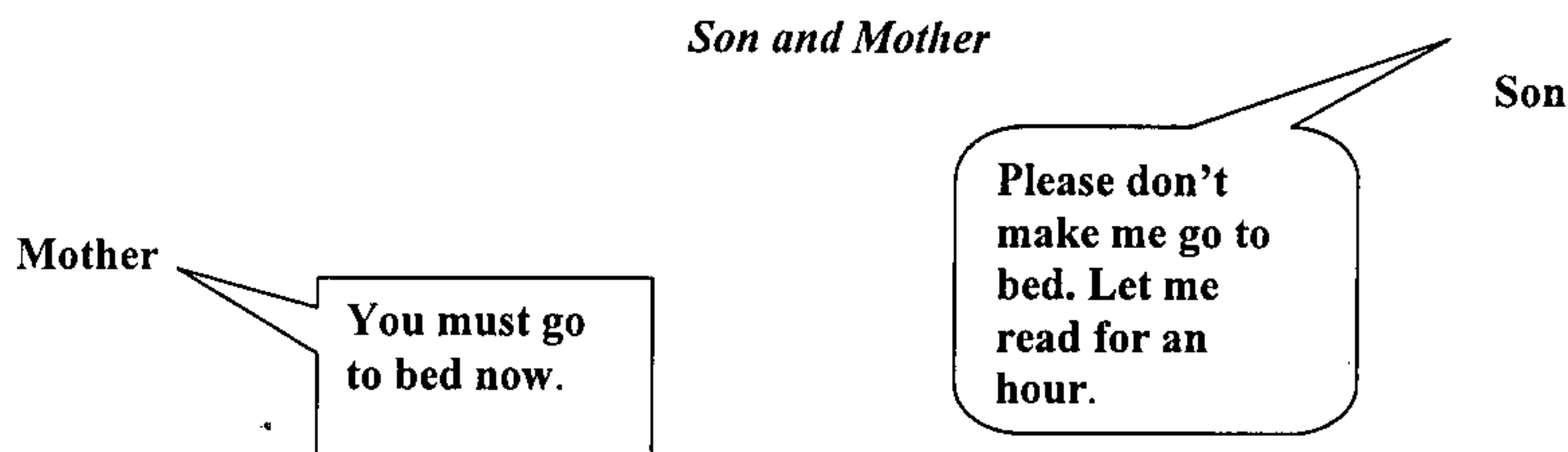
Day

Level : 5

Skill : Speaking

1. **Objectives:** The learners will be able to:
   - practise the use of Modal – **must and let.**
2. **Function:** Putting stress on important things to do and requesting for an excuse.
3. **Activity:** Dialogue Practise
4. **Material:** Dialogue slips

5. Procedure:

a. Write the following dialogues and act out this short conversation with the students. (Take care of Intonation)

b. Write the following situations on a pair of slips. Make pairs of students and distribute slips among pairs.

- **Play football / go swimming**
- **have some more rice / eat my bread**
- **get up now / stay in bed**
- **go to the dentist tomorrow / wait for a week**
- **do your home word / watch television**
- **take your medicine / miss it today**
- **wear your trouser / wear my Shalwar Kameez**

c. Call each pair one by one and ask them to have conversation in Role-play. They can make some changes in their lines according to the situation.

6. Follow up:

Write five things which your mother wants you to do. Begin like this,
My mother says that I must ………………………………

Day :

Level : 6, 7, 8.

Skill : Speaking, Writing.

Material : Proverb list, notebooks, Chart

Procedure :

- Before class prepare two charts of proverbs for giving pronunciation practice of same sound.

- Give SS oral practise first.
- Then ask students to interpret the meaning of the proverbs
- Ask meaning of some of the proverbs orally.
- Make pairs
- Ask students to write meaning of the proverbs in their n.books.

(Note)

* proverbs for class 8
• proverbs for class 6
→ proverbs for class 7

Vowels

- A friend in **need** is a friend ind**ee**d.
- Every bull**e**t has its bill**e**t.
- A good wife and h**ea**lth is a man's best w**ea**lth. / East and west, home is best.
- A drowning man will c**a**tch at a straw.
- He l**au**ghs best who l**au**ghs l**a**st.
- He who has an **ar**t has everywhere a p**ar**t.
- A little p**o**t is soon h**o**t. / A spot is most seen on the finest cloth.
- New l**or**ds, new l**aw**s. / W**a**lls have ears.
- One man beats the b**u**sh, another man catches the bird.
- Well beg**u**n is half d**o**ne.
- Find**er**s keepers, los**er**s weep**er**s.
- Kind w**or**ds are the music of the w**or**ld. / The **ear**ly bird catches the worm.

5. → Haste m**a**kes w**a**ste.
→ Little strokes fell great **oa**ks. / As you s**ow** you shall m**ow**.
a. → Good adv**i**ce is beyond pr**i**ce. / M**i**ght makes r**i**ght.
b. → An **ou**nce of discretion is worth a p**ou**nd of learning.
→ No j**oy** without ann**oy**.
c. → Constant dripping w**ear**s away a stone.

Consonants

- **P**enny wise, **p**ound foolish./ **P**ractice makes **p**erfect.
- There is nothing which has been **b**itter **b**efore **b**eing ripe.
- **T**ime and **t**ide wait for no man.
- A bir**d** in han**d** is worth two in the woo**d**. / Every **d**og has his **d**ay.
- **C**are **k**illed the **c**at.
- A **g**ood name is better than a **g**olden **g**irdle.

d → **F**air **f**eathers make **f**air **f**owls. / Birds of a **f**eather **f**lock together.
→ Even the weariest river winds somewhere safe to sea.
→ Some**th**ing is better than no**th**ing. / Birds of a fea**th**er flock toge**th**er.
→ Least **s**aid, **s**oonest mended. / More ha**s**te, le**ss** **s**peed.
→ A la**z**y youth, a lousy age.
→ No sun**sh**ine but hath some **sh**adow. / Better be **s**ure than sorry.
→ Labor is often the father of lei**s**ure.
→ Work has bitter **r**oot but sweet f**r**uit.
→ There is no **r**oyal **r**oad to learning.
- It is **h**ard to be **h**igh and **h**umble. / Do on the **h**ills as you would do in the **h**all.
- Everybody has his meri**ts** and faul**ts**.
- No garden without its wee**ds**.

6. * Do not count your **ch**ickens before they are hat**ch**ed.
* Every **J**ack has his **J**ill.
* **Tr**y before you **tr**ust.
* Better be **dr**unk than **dr**owned.
* A **m**iss is as good as a **m**ile. / **M**any a little **m**akes a **m**ickle.
* A stitch i**n** time saves **n**i**n**e.
* See**ing** is believ**ing**. / Everyth**ing** must have a beginn**ing**.
* **L**ook before you **l**eap. / A cracked be**ll** can never sound we**ll**.
* **W**illful **w**aste makes **w**oeful **w**ant. / **W**here there is a **w**ill, there is a **w**ay.

Level 5 **Term 3** **Week 3** **Day 5**	**Lesson Plan**

Objective: The learners will be to write letter

Material: Essential English, class work copy

Procedure: Teacher will ask few questions
- Do you have friends or cousins far-away from you?
- How do you get in contact with them?
- Tell in how many ways you can communicate with your cousins or friends?
- Prepare your class for writing a letter
- Tell Students about the two types of letter (formal and informal) letter and give the concept to Students.

Essential English: page 52
- Distribute the books and ask students to read the letter and make the outlines of the reply.
- Teacher will help and write the letter on the board and Students will copy in class work copy.

Follow up: Write a letter to the editor of a local newspaper about something that bothers you.

Level 5
Term 3 **Lesson Plan**
Week 4

Communication	Reading	Writing	Assessment
None	• Text "Giants" • Moving on	• Starting point • Study skills • Describing a place • Language study	Yes

Level 5 Term 3 Week 4 Day 1	**Lesson Plan**

Objective: The learners will be able to read and comprehend the text

Skill: Reading comprehension

Topic: Giants

Material: Essential English, picture or drawing of giant

Procedure: Ask Students the following questions

- Do you read fairy tables or listen and watch other story?
- What type of story do you like?
- Ask them to guess what they are going to read.
  - It is very huge
  - It has ugly face
  - Children are usually afraid of it
  - It is half monster and half human being.

Essential English: page 54
Write the topic on the board and show them the picture of giant
Give numbers to paragraphs.

Pair reading: Students will do the pair reading and teacher will tell them the meanings of difficult words

Discussion and explanation: Teacher will discuss the text with the Students and will explain the topic

Moving on: Teacher will ask the questions from "moving on"

Starting points: Teacher will write the answers of the questions on the board and Students will copy.

Feed back: Ask Students to tell the summary of text 'Giant'

Level 5 **Term 3** **Week 4** **Day 2**	**Lesson Plan**

Objective: The learners will be able to make and write the notes

Skill: Writing

Material: Essential English, class work copy

Procedure:
Warm up Q/A: Teacher will ask few questions about the previous task

Main ideas: page 55 (task 1)
Distributes the books and do task 1 in book only.

Making note: (task 2)
Students will read the text and will do question 1 in the book only

Writing from notes: (Task 3)
Teacher will write the outlines on the board and will elicit the sentences from Students. Then teacher will write the sentences on the board and Students will copy in class work copy.

Follow up: Do task 2 "making notes" question 2 in homework copy

Day:

Level: 5

Skill: Writting

1. **Objectives:** The learners will be able to:
   - describe a place
2. **Function** Describing a place
3. **Activity:** Paragraph writing(**About Island**)
4. **Material:** Worksheet

---

5. Procedure:

a - Talk about an Island and check if they have clear concept about it.
- Prepare your class for writing

b Worksheet

Task 1: First talk about the small island then ask them to fill up the gaps.

Task 2: Ask questions on the information about the island.

e.g Does it have big cities ?
How many big cities are there in this Island?
How many small cities are there?

- Ask them to sit in groups and write a paragraph or paragraphs about the island. (**Tortuga**) Group should exchange the task for peer checking

6.Follow up:

Write a paragraph about your own town.

Day:
Level: 5
Skill: Writing

Objective: The learners will be able to

- Know the concept of clauses
- Know the use of 'who' or 'which'

Activity: Written work

Material: Essential English, class work copy

Procedure:

- Teacher will write the following sentence on the board
  - The clown tumbled over
  - The children laughed
- Now ask Students to pick out the subject and verb from these two sentences.
- Ask Students to join these two sentences adding conjunction.
  - The clown tumbled over and children laughed.
- Now give them concept of clauses.

Task 1: "Clauses" page 65
Students will do task 1 in the book only

Task 2: "Who" or "which"
Ask Students to make some sentences with 'who' and 'which and teacher will write them on the board.
Explain the use of 'who' and 'which' and will do the task orally first

Written work: Students write task 2 'who or which' in class work copy.

Follow up: Do task 1 'clauses' page 65 in homework copy.

Level 5
Term 3 **Lesson Plan**
Week 5

Communication	Reading	Writing	Assessment
• The long o sound (Story listening) • R-controlled vowel (activities)	None	• Making rules • The wolf's tale • Word study • Apostrophes • Showing possession • Advertising	None

Level: 5 Term: 3 Week: 5 Day: 1	Lesson Plan	Writing

1. **Objectives:** The learners will be able to:
   - Practise the structure of Imperative form and modal—**might**
2. **Function:** Constructing the rules
3. **Activity:** Rules construction on the basis of their reasons
4. **Material:** Worksheet

5. Procedure:

a. Discuss with your students about discipline. Take their responses and opinions.

b. **Worksheet**

Task 1: Ask orally then ask them to write short answer.

(No, We don't. .... No we never do.)

Task 2: (Pair work)

Discuss orally and take different responses. Then ask them to work in pair and write about each situation.
For this activity they use structure **might.**

Task 3: Group work.

They will design rules, using the language of instruction **(Do , Don't)** They should explain the reason of each rule – "What might happen with out that rule.

Peer checking and feed back.

6. Follow up:

What rules do you have at your home. Write three of them and explain why you have them.

..evel: 5		
..erm: 3	**Lesson Plan**	..ation
..eek: 5		
..ay: 2		

1. **Objectives:** The learners will be able to:
   - say the **long o sound** word
   - practise writing the key words
2. **Function:** Practising the sounds and spelling
3. **Activity:** Story listening from the cassette
4. **Material:** Worksheet (**the long -o sound**), Cassette and C. player, Chart

5. Procedure:

a. Ask your students to focus on key words.
- Write the key words on a chart paper and display it on the board.
- Give practice to your students by pronouncing properly and choral drill.

Bone , robe , soap , boat , coat , bowl , snow , row

b. Story Time
- Prepare your class that they are going to hear a story **about two brave dogs**. Ask them to guess who those dogs are. ***(Snack and Candy)*** They should pay attention to the listening.

1st Listening
- Play the recording of the story and students just listen. (From __ ***Sam is going out*** ..... to ___***for two special dogs***.)
- Take simple feedback asking two or three questions.

2nd Listening (Worksheet)
- Ask them to open the worksheet and work in pairs.
- Tell them that the story is also there on the worksheet but there are some gaps for the words. They should write the words there when they listen.
- Play the cassette. The same story is recorded next but there is a bell sound on the key words which students write on the worksheet.

d. Feedback

Ask them to read their story aloud. One student should read only one paragraph at a time, so that many students could participate

c. If time allows, ask them to turn over the worksheet and retell the story in their own words. (as many times as you can)

6. Follow Up: "Write the key words in your Exercise copy"

7. Free Writing ...... 5 Mins

Level: 5 Term: 3 Week: 5 Day: 3	**Lesson Plan**	**Communication**

1. Objectives: The learners will be able to:
- say the R- controlled vowels sound words
- distinguish the words by listening

2. Function: Practising to write and spell the key words

3. Activity: Phonic Tasks

4. Material: Worksheet (**the R- controlled vowels**)

5. Procedure:

a. Write some of the **R controlled vowels** words on the board. Pronounce the sound of these letters and words properly and students repeat after you.

b. Worksheet

Task 1: You say the following words and students write the missing words

1. **arm , car**
2. **farmer , singer**
3. **girl , skirt**
4. **nurse , turtle**
5. **fork , horse**

Task 2: You say the following words and students circle the right word.

1. car , 2. farm , 3. cone , 4. fur , 5. fork,
6. star , 7. park , 8. bird , 9. forever

Task 3: Write words which have R Controlled Sound.

Task 4: Tell them they are going to listen a story.
You read the following story and students write the missing letters of the words.

The farmer is at her farm.
The nurse is in her car.
The girl is on her horse.
They all meet at the farm.

Note: Peer checking and Feedback follows each task

6. Follow Up: Repeat any task from the worksheet.

7. Free Writing .... 5 Min

Level 5 **Term 3** **Week 5** **Day 4**	**Lesson Plan**

Objective: To be able to

- Correct the spellings
- Know the concept of 'I' before 'e'
- Know the concept of characterization

Function: Making sentences

Activity: Written work

Material: Essential English, class work copy, any stuff toy

Procedure: Teacher will first write some of the words ending in 'air' and 'are' (dair – care – chare – scair) on the board and will ask Students to re-correct the spellings.

'I' before 'e' concepts: - Teacher will ask Students to tell some of the words that have 'ie' in them. Write them on the board and give them the concept of 'I' before 'e' except after 'c'

Essential English: page 56
Distribute the books and ask Students to do

Task 1: (correcting spelling) +
Task 2: (completing words with either 'ie' or 'ei' in book only)

Task 3: page 56 (Tell them the meanings of the words that are in task 1) same sound different meanings + those words that are with 'ie' in task 2

Task 4 page 59: Now prepare your class for describing a toy. Put a teddy bear or any other toy in front of the class and ask them to describe it (Telling how they feel and behave) then ask Students to write about a pet "rabbit" in their class work copies.

Follow up: Ask students to make sentences in their homework copies.

- Stare – stair
- Ancient
- Hare – hair
- Science

Level 5
Term 3 **Lesson Plan**
Week 5
Day 5

Objective: To be able to

- Know the use of Apostrophes
- Know how to advertise things

Function: Writing + advertising

Activity: Written work

Material: Essential English, class work copy, packet of crisps, blank pages

Procedure:
Presentation: Teacher will show Students a pen and will ask Students that this pen belong to whom. Then teacher will say this is ______ pen. Now give them the concept of apostrophe.

Essential English page 66:
Distribute the books and ask Students to do the task in the book first. Then in class work copy.

Advertising page 67:
Show Students the packet of crisps and ask Students that hoe will you tell people / advertise it so that people could buy it. Make groups in the class and give them different items to advertise. Now distribute the blank pages and ask them to write

- Name for the product
- Design an advert to persuade people to buy your product
- Write a list of the things about your product that you would not tell to people.

Follow up:

Level 5
Term 3
Week 6

Lesson Plan

Communication	Reading	Writing	Assessment
• Expressing their feelings and emotions • Long 'o' sound (activities) • Dialogue practice (telling about the visits)	• Text "How the world began" • Moving on	• Starting points Abbreviations • Advantages and disadvantages of TV	Yes

Level 5 **Term 3** **Week 6** **Day 1**	**Lesson Plan**

Objective: To be able to read and comprehend the text.

Skill: Reading

Topic: How the world began

Procedure: Ask students the following question:

- Who created the earth?
- From where do the mountains and trees come from?
- Now prepare your class for an imaginary story?

Essential English page 62:
Write the topic on the board and ask them to open page 62. Now students will do pair reading.

Discussion and explanation: Teacher will discuss and will explain the topic.

Moving on: Page 63
Teacher will ask few questions from moving on.

Feed back:

Level 5 **Term 3** **Week 6** **Day 2**	**Lesson Plan**

Objective: To be able to

- Answer the questions
- Know the abbreviations of the words

Activity: Written work

Material: Essential English, class work copy

Warm up Q/A: Teacher will ask few questions about the previous text.

Starting points page 62: Teacher will ask questions from starting points from Students. Teacher will write Q/A on the board and Students will copy in class work copy.

Abbreviations: page 63
Teacher will write a word (for example) on the board and will ask Students to tell the short word for it (e-g) In the same way write words from task 2, page 63 on the board and Students will tell the abbreviations. Students will match the columns in the book only.

Follow up: Students will do task 2, page 63 in homework copy.

Day :

Level : 5 , 6

Skill : Speaking

- Sharing views and ideas
- Debate on advantages and disadvantages of TV.

Procedure :

- Te ask from SS which program you have watched yesterday.
- Talk about TV and channels.
- Discuss with SS about the advantages and disadvantages of TV.
- Make 2 groups.
- Ask one group to enlist some advantages of TV
- Ask other group to enlist some disadvantag of TV
- Have debate in groups in class.

Level 5 Term 3 Week 6 Day 3	Lesson Plan

Objective: To be able to

- Give opinion about TV
- Know the advantages and disadvantages of TV

Function: Sharing views and ideas

Activity: Giving opinions

Material: Essential English

Varm up Q/A: Teacher will ask which program you have watched yesterday?
lk about TV and channels

cussion:

- Discuss with Students about the advantages and disadvantages of TV.
- Ask Students what you will do if you are restricted to watch TV only once a week.

w up: Write 2 advantages and 2 disadvantages of TV in homework copy.

Level: 5
Term: 3
Week: 6
Day: 4

Lesson Plan **Commu...**

1. Objectives: The learners will be able to:
- say **the long –o- sound** words
- distinguish the words by listening

2. Function: Practising to write and spell the key words

3. Activity: Phonic Tasks

4. Material: Worksheet (**long –o- sound**)

5. Procedure:

a. Write the **long o sound words** on the board. Pronounce the sound of these letters properly and students repeat after you.

b. Worksheet

Task 1: You say the following words and students write the missing letters.

bone rope robe
soap boat coat
bowl snow row

Task 2: You say the following words and students circle the right word.

coat , note , mop , road , bowl , soap , rope , bat , bone

Task 3: **You say the following words and students circle the long o sound words only.**

row note road box snow not soap boat
robe cot coat bone rope sop mop

Task 4: Tell them they are gong to listen a story. You read the following story and students write the missing letters of the words.

Hello ! My name is Rose.
Do you like my robe?
I am on a rope.
Now I can eat my bone!

Note: Peer checking and Feedback follows each task

6. Follow Up: Repeat any task from the worksheet.

7. Free Writing .... 5 Mins

Level: 5 Term: 3 Week: 6 Day: 4	Lesson Plan	Communication

1. **Objectives:** The learners will be able to:
   - talk about their visits and the places they have visited.
2. **Function:** Telling about the visits
3. **Activity:** Dialogue Exchange
4. **Material:**

5. Procedure:

a. Ask if someone had ever gone out of Pakistan.

b. -Tell them to suppose as if they have visited some places
   - Write the following dialogues on the board.
   - Practise the dialogue with the students

Talking about holidays

We have been on a trip around to China. Razi, have you been any where in vacation?

Teacher

Madam, I've been to Australia.

Razi

-Practise the dialogue with the students

c. **Flash cards**
   Make four Flash cards and write following information on the cards. Make four groups of four members and distribute the cards to them.

card –1 Paris

- **Eiffel Tower**
- **Louvre**
- **Noterdam Cathedral**

card – 2 London

- **London Bridge**
- **Buckingham Palace**
- **Black Tower**

card – 3 Egypt

- **Sphinx**
- **Pyramids**
- **River Nile**

card – 4 Saudi Arabia

- **Haram sharif**
- **Masjid -e- Nabwai**
- **Ghar-e-Hira**

Level 5
Term 3
Week 7

Lesson Plan

Communication	Reading	Writing	Assessment
• R-controlled vowel (story listening) • Words ending in 'ary', 'ery', 'ory', 'ent' and 'ence' • Speed writing	• Text "A visit to the moon" • Structure exercise	• Possessive pronouns	None

Level: 1 Term: 3 Week: 7 Day: 1	Lesson Plan	Communication

1. Objectives: The learners will bè able to:
- say the **R- controlled vowels** sound words
- practice writing and spelling the key words

2. Function: Practising the sounds and spelling

3. Activity: Story listening from the cassette

4. Material: Worksheet(**sound -R- controlled vowels**), Cassette and C.player, Chart

5. Procedure:

a. Ask your students to focus on key words

b. Keywords

-Write the key words on a chart paper and display it on the board.
- Give practice to your students by pronouncing properly and choral drill.

arm, car, farmer, singer, girl,
skirt, nurse, turtle, fork, horse

c. Story Time

- Prepare your class that they are going to hear a story about a hungry horse who causes a lot of trouble. They should pay attention to the story listening.

1st Listening

- Play the recording of the story and students just listen. (From __ ***Sam and mom are in the car*** to ___ ***There is plenty of corn for me to eat.***)
- Take simple feedback asking two or three questions.

2nd Listening

- Ask them to open the worksheet and work in pairs.
- Tell them that the story is also there on the worksheet but there are some gaps for the words. They should write the words there when they listen.
- Play the cassette. The same story is recorded next but there is a bell sound on the key words which students write on the worksheet.

d. Feedback

Ask them to read their story aloud. One student should read only one paragraph at a time, so that many students could participate

c. If time allows, ask them to turn over the worksheet and retell the story in their own words. (as many times as you can)

6. Follow Up:

"Write the key words in your Exercise copy"

7. Free Writing .... 5 Mins

Day:

Level: 5

Skill: Reading

1. **Objectives:** The learners will be able to:
   - read the text with comprehension
2. **Skill:** Reading comprehension (Reading silently)
3. **Topic:** Visit to the moon
4. **Material:** Text Page (**Visit to the Moon**), Worksheet

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5. **Procedure:**

a. Talk about Universe, its planets and satellite. Ask questions about Moon.

1. **Is it a planet or satellite ?**
2. **Why does it shine ?**
3. **Do you have any other information about Moon ?**

b. **Announcement of the topic.**

Students open the text page. Write the topic on the board.
Ask them to count the paragraphs and write Numbers on it.

c. **Worksheet (Pair work)**

Task 1. (*Fast reading*)
Matching headings with the paragraphs.
Task 2. Choosing the correct information.

Task 3. Comprehension questions

Peer checking and feedback follows each task?

6. **Follow up:**
   Repeat Task 3.

Level: 5 Term: 3 Week: 7 Day: 2	Lesson Plan	Reading

1. **Objectives:** The learners will be able to:
   - read with fluency
2. **Skill:** a. Reading Aloud b. Structure Exercises
3. **Topic:** A visit to the Moon
4. **Material:** Text Page (Pervious day's lesson)

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5. **Procedure:**

a. **Reading Aloud** **(20 min)**

Follow the suggested procedure

b. **Worksheet** **(20 min)**

Ask them to go through the text page again and collect fifteen verbs in second form and write in the column one. Then they should change them into first form and write in the 2nd column.

6. **Follow up.**

Repeat the worksheet task.

Level 5 **Term 3** **Week 7** **Day 3**	**Lesson Plan**

Objective: To be able to
- Know the use of possessive pronoun
- Know the use of 'I' or 'me'?

Activity: Written work

Material: Essential English, class work copy

Procedure:
- Teacher will first explain the concept of pronoun and will elicit the examples from Students.
- Then teacher will explain when we say something belong to me we say "mine"
- Teacher will write (mine, yours, his, hers, its, our, theirs) and will ask Students to make up some sentences.
- Teacher will also tell them the concept of 'I' or 'me'.

Task 1: page 57 possessive pronouns
Distribute the books and ask Students to do it in the book first.

Task 2: 'I' or 'me'
Do task 2 in the book only

Written work: Students will do task 1 in class work copy.

Follow up: Do task 2 'I' or 'me' in homework copy.

Level 5 Term 3 Week 7 Day 4	**Lesson Plan**

Objective: To be able to complete the words with correct endings.

Activity: Written work

Material: Essential English, class work copy

Procedure:

- Teacher asks students to tell some of the words that end with 'ary', 'ery' and 'ory'. Write the words on the board.
- Now write an adjective on the board (violent) and change it into noun (violence)
- Write more adjectives on the board and ask Students to change them into nouns.

Task 1: page 70, do task 1 (words ending in 'ary', 'ery' and 'ory' in the book only.
Task 2: 'ent' and 'ence' words page 70, do it in the book first then in class work copy.

Feed back:
Follow up: Do task 1 (ary, ery, ory) in homework copies page 70

Level: 5 Term: 3 Week: 7 Day: 5	**Lesson Plan**	**Communication**

1. Objectives: The learners will be able to:
- develop speed in writing.
- Listen and follow.

2. Function: Follow and instruction.

3. Activity: Speed writing

4. Material: Sheets of paper

5. Procedure:

a. Prepare your class for listening and doing whatever is said. It is a listening activity but side by side it helps in improving the speed in writing.

b. **Listening.**
Distribute paper sheets to each student of your class.
Give them instruction that it's a timed activity. They should listen and do it quickly. The pupil who finishes first,shouts, " **Stop**" and every one must put their pens down, whilst the words are checked. If correct, award a point and give next instruction and thus the race continues. You can make pairs and award points to the pair.

c. **Instructions for students.**

- **Write five words beginning with R.**
- **Write five names of Four vegetables.**
- **Write eight colours.**
- **Write the alphabet up to S.**
- **Write five things you find in a kitchen.**
- **Write names of four shapes.**
- **Write names of four sea animals.**
- **Write names of five land animals.**
- **Write the eighth letter of alphabet.**
- **Write five things you find in your classroom.**

d. If time allows you, yourself add some more instructions according to the level of your students and you also can make some changes in the instructions, given below.

e. **Further Practice.**
- Make groups of four or five. Ask them to design a task like this, taking only four instructions and that should be a little bit different from yours.
- Ask the group leader to come forward and conduct the activity as you did before. Help them in handling the students.

6. Follow up: Write the names of five things you find in your bathroom or bedroom.

Level 5 Term 3 Week 8	Lesson Plan

ommunication	Reading	Writing	Assessment
None	None	• How to build a house (process writing) • Indirect speech • Call grams • Story "A little fish" • Joining sentences	Yes

Level: 5 Term: 3 Week: 8 Day: 1	Lesson Plan	Communication

1. Objectives: The learners will be able to:
- say the **long –u- sound** words
- distinguish the words by listening

2. Function: Practising to write and spell the key words

3. Activity: Phonic tasks

4. Material: Worksheet (**long –u- sound**) - 2 pages

5. Procedure:

a. Write some of the **long u sound** words on the board. Pronounce the sound of these letters properly and students repeat after you.

b. Worksheet

Task 1: You say the following words and students write the missing letters.

1. **flute, Luke, prune**
2. **Sue, blue, glue**
3. **suit, fruit, juice**
4. **cute, mule, cube**

Task 2: You say the following words and students circle the right word.

1. cute, 2. cub, 3. Luke, 4. suit, 5. June,
6. glue, 7. flute, 8. prune, 9. fruit

Task 3: You say the following words and students circle the long u words.

lake, flute, male, jeep
row, juice, suit, coat
bite, Luke, snow, prune
blue, day, hi, Sue
green, he, glue, fruit

Task 4: Write four ways to make long u sound words.

Task 5: Tell them to listen a story and they should write missing letters.

Luke has a cute mule.
Luke and the mule sit on a cube.
Luke and the mule eat fruit on the cube.
They drink juice on the cube, too.

Note: Peer checking and Feedback follows each task

6. Follow Up: Repeat any task from the worksheet.

7. Free Writing .... 5 Mins

Level 5 **Term 3** **Week 8** **Day 2**	**Lesson Plan**

Objective: To be able to

- Change the direct speech to indirect
- Change the indirect speech to direct

Activity: Written work

Material: Essential English, class work copy

Procedure:
Presentation: Teacher will ask any student to give me the English book and will write the sentence on the board as well "Give me English book, Majid"
Now tell to students this is direct speech from Students and ask them to change it into indirect speech as well.
Give some examples of indirect speech

Task 1: "Indirect speech" page 58
Do this task in class work copy

Task 2: "Direct speech" page 58
Do this task orally with Students.

Follow up: Do task 2, page 58, direct speech in homework copy.

Level 5 Term 3 Week 8 Day 3	Lesson Plan

Objective: To be able to know that "A bird in a hand is better than two in a bush"

Skill: Developing + Writing

Activity: Written work

Material: Picture / drawing of (fish + man fishing)

Procedure: Teacher will paste the picture of a fish and man fishing near the bank of a river on the board. Elicit from Students about the description of the picture. Prepare the class for writing a story according to picture.

Outline: Now teacher will write the outline of the story. (Fisherman – fishing – caught – small fish – a request – let me go – leave – grow bigger – good meat put in basket – made curry)
Making story orally: Students will try to make the story orally along with the moral

Written work: Teacher will write the story on the board and students will copy in class work copy.

Story "THE LITTLE FISH"

Once a fisherman was fishing. He caught a very small fish. He took up the fish in his hands. He looked at it the fish said "Please, let me go" I am too small to make a meal. You may catch me again, when I grow bigger. I shall then make a good meal for you. The fisherman said, "It is true" you will grow bigger after some days but I may not be able to catch you again. So saying he put the fish into his basket and took it home. His wife made it into curry. They all ate it up.
Moral: "A bird in a hand is better than two in the bush"

Level 5
Term 3 **Lesson Plan**
Week 8
Day 4

Objective: To be able to

- Know how to join sentences

Skill: writing

Activity: Joining sentences

Procedure:
Presentation: Teacher will write the following sentence on the board. "Tariq has hurt his hand, he can't write)
Ask Students to try and make it into 1 sentence. Now write 2 or 3 sentences more and Students to make them into 1 sentence.

Joining sentences: page 72
Distribute the books and ask Students to the both parts of joining sentences orally.

Written work: Do question 1 of joining sentences in class work copy.

Follow up: Do question 2 of joining sentences in homework copy.

Name ___________ Date ___________
School ___________

Exercises	A	2 A	B	2 B	C	D	E	T.marks
Max.Mks	2	6	3	3	6	4	16	40
Obt. Mks								

Reading Comprehension Test

Skimming:

Exercise A:

Read through the text rapidly and get an idea of the text then answer the following questions.

Q 1. What is the text about?

____

Q 2. From where it has been taken?

____

Scanning:

Exercise 2A:

Now read through the text rapidly (but this time you are looking for particular items of information). Then answer the given questions.

Q 1. What are rice plants' fields called?

____

Q2What is the main food of about half of the world's population?

____

Q 3. Name the countries that depend on the rice crop?

____

Understanding words in Context:

Exercise B:

Each of the underlined words has several meanings. Use the context in the text to help you decide which of the meaning is appropriate in each case. Tick the correct answer.

1. The teaming, crowded lands of China, India, Burma and Japan.
   a) Abundant /full b) lacking c) fertile
2. They are beaten to release the hard white grains.
   a) stop b) close c) drop/free
3. When the rice plants are ripe, the fields are drained.
   a) ploughed b) flooded c) dried

Reference skills:

Exercise 2B:

What do the following words refer to in the text.